## *Articulation Questionnaire – Teacher*

***\*developed by Cobb County SLPs, Marietta GA 1996 (Revised 2011)***

# Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_DOB\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_

**Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SLP \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Services Description for Articulation Concerns**

Some articulation errors are developmental. Below is a chart that provides the sounds and grades at which the average child should be able to correctly produce each sound. Please indicate which sounds your student appears to be struggling with.

|  |  |  |  |
| --- | --- | --- | --- |
| **K** | **K,G** |  | The girl kicked the can. |
|  | **P, T** |  | Pat and Tom took a trip. |
|  | **F** |  | Get the fish off the floor. |
|  | **Y** |  | Yes, the yogurt is yummy. |
| **Gr. 1/** | **L** |  | Let's play with the ball. |
| **Gr. 1.5** | **R initial** |  | Ron ran a really long race. |
|  | **R (vocalic)** |  | The large bird flew over the car. |
|  | **S, Z** |  | Sally sees Zack at the store. |
| **Gr. 2** | **Sh, Ch, J** | | She went to church in June with Jim. |
|  | **Th** |  | I think that dog needs a bath. |

**Sounds in Error:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Rating Scale** | **Criteria** | **Description** |
| 1 | Non- Developmental error.  - Non stimulable at sound or word level | Refer |
| 2 | Multiple Non developmental Errors (Stimulable) | Refer |
| 3 | One Non - Developmental sound (Stimulable at sound, and word level)  or  Multiple Developmental Sound Errors (Not Stimulable) | At Risk |
| 4 | Developmental Sound Errors (Stimulable at sound or word level) | At Risk |
| 5 | Developmental or Not-Developmental stimulable at sound, word, and sentence level. | No concerns |

**Severity Rating/Action: \_\_\_\_\_\_\_\_\_\_\_**

**Notes, Observations, Comments:**

**Teacher’s Rating Scale**

**Articulation Evaluation**

Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_Grade: \_\_\_\_\_ (Signature)

**Please complete this form based upon observation of your student’s speech production over the past month and return it to the speech-language pathologist. Your observations will help determine whether this student’s communication problem is adversely affecting his/her educational performance. This document will be included in the student’s final report; thus, it should be completed in ink.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Severe Difficulty | Moderate Difficulty | Mild Difficulty | Average | Above Average |

* 1. **Classroom Participation**

Initiates conversations, answers questions, 1 2 3 4 5

volunteers to respond verbally

* 1. **Intelligibility**

Is readily understood and does not need 1 2 3 4 5

to repeat verbal responses frequently

* 1. **Reaction of Peers to Speech Errors**

Peers are accepting of speech errors. 1 2 3 4 5

* 1. **Reaction of Adults to Speech Errors**

Teachers and other adults interact with and/or call 1 2 3 4 5

on the student despite speech characteristics.

* 1. **Please show evidence of speech errors impacting academic functioning:**

(Work samples are welcome.)

* 1. **Reading**
  2. **Spelling**
  3. **Writing**
  4. **Class Discussions/Presentations**

(Chapel Hill-Carrboro City Schools)